

<p>Gateway Course Success: Scaling Corequisite</p> <p>What</p>	<p>How</p>	<p>Who</p>	<p>When</p>
<p>See this in action, talk with more schools that are doing math co-requisite – particularly multi-campus, open door institutions</p>	<p>Investigate the ALP 030/140 model Get Math 151 operation and then figure out other co-requisite opportunities in math Start emporium math at Forest Park</p>		
<p>Offer reading co-req with BIO:111 or PSY:200</p>	<p>Find willing biology and reading instructor</p>		
<p>Scale up ALP in writing (030 and 101)</p>	<p>Analyze implications of scaling up the ALP writing model</p>		

Time and Intensity: 15 to Finish			
What	How	Who	When

Guided Pathways to Success (GPS)			
What	How	Who	When
Develop semester-by-semester academic map with milestones and stops for each major	<p>Program coordinators and department chairs develop the maps, with help from advisors and other departments (math, English, etc.)</p> <p>Assign Gen Transfer studies to Gen Ed coordinators</p> <p>Mandatory advising?</p> <p>Create or find samples to show, including FL, ASU, and the ones we have already done</p> <p>Advertise, communicate, distribute maps</p> <p>Treat this as the next logical, connected step in a progression that includes STR:50, ATD, etc.</p>	<p>Advisors and counselors facilitate process</p> <p>Academic affairs</p> <p>Faculty</p> <p>Student affairs and counseling – communicate that students must have a major</p> <p>Smart Start educates students about majors, options, and plans</p> <p>VC – System-wide vision statement/charge</p>	Service week 2014
Develop advising model that works to support pathway configuration.			
Require students to declare a major upon entry – with “General Transfer” as the default			
Structure catalog according to majors			
Define academic pathways (meta-majors) and build maps for programs of study within those pathways.	Streamline courses and programs		

Missouri Completion Action Plan

Customize developmental ed/remediation model for the pathway.			
Define student experience from start to finish and identify the roadblocks to completion/success?			

Block Scheduling What	How	Who	When
Develop a strategic approach to block scheduling and accelerated learning	Look at it programmatically Use SI program Use pathways configurations and accelerate within that context Use hybrid courses Use technologies Provide wrap around support	Academic affairs leadership (VPs and deans discuss directions and priorities – bigger picture) - possible cross	Goal of Spring 2015 to include in master schedule Note: Would have to wait as an overall project until

Missouri Completion Action Plan

		disciplinary and DW expansion of conversation	maps and pathways happen Spring 2015?
		Enrollment Management – from strategic perspective	
		Gen Ed coordinators	
		Faculty, deans, department chairs do scheduling - designate and compensate champions	
		“Meta Major Coordinator”	
Scale up Integrated Pathways at Forest Park – e.g., Reading and Music			
Scale up Accelerated Learning Community at Florissant Valley			
Figure out how many ways we are already doing block scheduling			
Scale up ALA			
More fully develop Rush Hour Block at MC			

Scale up ACE			

Conditions for Change: Metrics & Aligned Resources			
What	How	Who	When

Missouri Completion Action Plan

Date	Gateway Course Success: Scaling Corequisite	Time & Intensity: 15 to Finish	Guided Pathways to Success (GPS)	Block Scheduling	Conditions For Change: Metrics & Aligned Resources
Sept '13	*see note below				
Oct '13					
Nov '13					
Dec '13			Course profile revisions completed		
Jan '14			Kick off GPS discussions and roll out request for academic	Announce identification of existing	

Missouri Completion Action Plan

			map for each program	acceleration/ block schedule	
Feb '14					
Mar '14			Draft of academic maps due		
Apr '14			Draft of academic maps due		
May '14			Align maps to pathways (meta major)		
Jun '14			Key faculty coordinate drafts, adding milestones, etc. (paid?)		
Jul '14					
Aug '14			Maps complete, milestones chosen, meta majors identified	Move forward with scheduling	

*Analyze ALP data for possible scaling.

Investigate BIO:111 co req with ENG:030

Investigate current models of co reqs with other schools